



# Public Schools of North Carolina

## State Board of Education | Department of Public Instruction

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

### Overview

The North Carolina State Board of Education maintains the mission to ensure that every student graduates with the academic knowledge, skills, and understanding necessary for 21<sup>st</sup> century workplace readiness and post-secondary education. In an effort to support this mission, the North Carolina Department of Public Instruction (NCDPI) has revised all content standards into the NC Essential Standards. In order to drive this revision, the key guiding question has been, “What is important for students to learn in the limited school and classroom *time* available?”

Thus, the overarching goal of this document is to outline the new Physical Education Essential Standards and cross walk them with the previous Healthful Living Physical Education Standards. Furthermore, professional development on the new Essential Standards will be provided to ensure every teacher in NC has a deep, specific understanding of the standards and can implement them to improve student outcomes. While there is not an opportunity to accomplish all facets of this goal, teachers should be afforded the opportunity to explore the standards more deeply as they proceed to develop curriculum instructional materials.

There are two significant transformations built-into the new Physical Education Essential Standards. First, the improvement of local physical education curriculum and second, changing classroom practice. By incorporating both of these into your district program student learning will be enhanced and higher quality teacher practices will be realized.

### Improving Curriculum

This document is grounded in the principles from the National Association of Sport and Physical Education (NASPE) *Moving into the Future: National Standards for Physical Education (2nd Edition)* to develop sound research-based instructional resources. Each school district should review current curriculum with the CDC document *Physical Education Curriculum Assessment Tool (PECAT)*. Then, after declaring the strengths and weaknesses in local curriculum, use the newly created “*Unpacking the NC Physical Education Standards*” document to create and strengthen existing curriculum. These documents will guide the unpacking of the new Physical Education Essential Standards and create local curriculum that will improve student learning.

### Changing Classroom Practice

Districts providing professional development for physical education should explore the use of Revised Bloom’s Taxonomy (RBT), as this was the guideline in the development of the NC Physical Education Essential Standards. *RBT* aligns curriculum, instruction and assessment to place greater emphasis on “*Assessment for Learning*”. Furthermore, every physical education teacher should have access to the NASPE PE Metrics.

PE Metrics is the standards-based, cognitive and motor skill assessment package from NASPE that uses valid and reliable evaluation tools to measure student progress toward achieving all six National Standards for Physical Education. The PE Metrics package includes books, professional development and a Web-based application; everything you need for comprehensive, high-quality physical education assessment. Within the Metrics, you will not see a specific fitness assessment, however, NC now mandates a fitness test which will align nicely.

### What are “Essential Standards”?

The New NC Essential Standards are written using the Revised Bloom's Taxonomy (RBT) under the guidance of one of the authors of the revision, Lorin Anderson. North Carolina has chosen RBT to promote higher order thinking skills expected from 21st Century graduates. The RBT was chosen because of the well-defined verbs and is built on modern cognitive research. Below is a very short primer on the RBT.

The Revised Bloom's Taxonomy categorizes both the **cognitive process** and the **knowledge dimension** of the standard. While physical education also includes a performance dimension, it can still be classified under what students should be able to know and be able to do through a quality physical education course and within the knowledge dimension. If a student understands the cognitive process regarding the PE objective, the student will produce or perform within the knowledge dimension; resulting in change in behavior outcomes.

#### Cognitive Process:

The cognitive process refers to the verb used in the standard. The RBT has specific definitions for all the verbs used in the taxonomy. For example:

- **Explaining** requires constructing a cause-and-effect model of a system (e.g. explain the recent downturn in the global economy)
- **Inferring** requires drawing a logical conclusion from presented information (e.g. In learning a foreign language, infer grammatical principles from examples)

A common understanding of those verbs will be at the backbone of professional development around the new standards.

#### Knowledge Dimension:

The knowledge dimension is a way to categorize the type of knowledge to be learned. For instance, in the standard “**Apply competent motor skills and movement patterns needed to perform a variety of physical activities**”, the student will understand the concepts needed to perform a motor skill or pattern at their age level and the knowledge to be learned is *“the application of the skill as it relates to specific movement patterns or physical activities.”*

Knowledge in the RBT falls into four categories:

- Factual Knowledge
- Conceptual Knowledge
- Procedural Knowledge
- Meta-Cognitive Knowledge

Standards can be documented on the **cognitive process** (remember, understand, apply, analyze, evaluate, and create) and **knowledge dimension** (facts, concepts, procedures, Meta-Cognitive) as students progress through school utilizing the NC Physical Education Essential Standards. Additionally, taxonomy for the **psychomotor** are also important. These are organized according to some degree of coordination including involuntary responses as well as learned capabilities (simple reflexes to complex neuromuscular coordination) and will be included in the *Unpacking the PE Standards* Document.

#### About This Document:

This document will provide a crosswalk to show how the previous standards and objectives were rewritten, integrated, expanded, moved, or deleted in the creation of the New Physical Education Essential Standards.



## NC Essential Standards Alignment

NASPE National PE Standards	NC Essential Standards
1. Demonstrates Competency in motor skills and movement patterns needed to perform a variety of physical activities	1. Apply competent motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to learning and performing of physical activities.	2. Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.
3. Participates regularly in physical activity.	3. Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
4. Achieves and maintains a health-enhancing level of physical fitness.	3. Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	4. Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	4. Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective		Comments
		Text of Clarifying objective			Text of objective	
Motor Skill and Movement Patterns	Kindergarten	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	K.MS.1.1	Execute recognizable forms of the basic locomotor skills.		6.02	Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.	Integrated
	K.MS.1.2	Use recognizable forms of the basic manipulative skills.				New
	K.MS.1.3	Create transitions between sequential locomotor skills.		6.02	Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.	Integrated into new
				6.04	Demonstrate rolling movements.	
	K.MS.1.4	Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.		6.01	Demonstrate non-locomotor movements using different parts of the body.	Integrated into new
		6.02	Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.			

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Motor Skill and Movement Patterns	Grade 1	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	1.MS.1.1	Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.		6.04	Demonstrate a variety of movements and pathways.	Integrated
	1.MS.1.2	Use recognizable forms of the five basic manipulative skills.		6.02	Demonstrate the emerging skills for throwing, catching, striking.	Integrated
	1.MS.1.3	Generate smooth transitions between sequential locomotor skills.		6.03	Demonstrate static and dynamic balances using different body parts.	Integrated
	1.MS.1.4	Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.		6.01	Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels, and force	Integrated

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective		Comments
		Text of Clarifying objective			Text of objective	
Motor Skill and Movement Patterns	Grade 2	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	2.MS.1.1	Execute combinations of locomotor skills in different pathways, levels, or directions.		6.01	Demonstrate mature form in skipping, hopping, galloping and sliding.	Integrated
	2.MS.1.2	Execute a variety of manipulative skills while maintaining good balance and follow-through.		6.02	Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner.	
	2.MS.1.3	Generate smooth and timely transitions between sequential locomotor skills.		6.01	Demonstrate mature form in skipping, hopping, galloping and sliding.	New with integrated objective
	2.MS.1.4	Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences.		6.03	Demonstrate moving to a rhythmic beat while manipulating objects such as jump ropes, scarves and balls.	Integrated
Motor Skill and Movement	Grade 3	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	3.MS.1.1	Execute combinations of simple locomotor skills and manipulative skills.		6.04	Demonstrate the skills of throwing, catching, striking or trapping in an activity.	Clarified and integrated

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective		Comments
		Text of Clarifying objective			Text of objective	
				6.05	Successfully perform a variety of jump rope skills.	
	3.MS.1.2	Apply basic manipulative skills while moving/traveling.		6.02	Create sequences demonstrating changes of pathways, levels, force and direction with manipulatives.	Integrated
	3.MS.1.3	Execute mature form when combining locomotor skills with changes in direction.		6.03	Create and demonstrate a variety of gymnastic patterns with a rolling focus on inversion and rolling sequences.	Integrated
	3.MS.1.4	Use variations of different locomotor skills with rhythmic patterns and smooth transitions.		6.01	Demonstrate modified, square and line dances.	Integrated
Motor Skill and Movement Patterns	Grade 4	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	4.MS.1.1	Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.		6.05	Explore various movement forms including jump rope routines.	New expanded objective with integrated objectives included
				6.06	Develop inverted balances using two or more body parts.	Integrated

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	4.MS.1.2	Create movement skill sequences commonly associated with various sports and activities.		6.02	Create original dances using the elements found in square, folk, line and/or other rhythmic activities.	Expanded
				6.04	Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.	
	4.MS.1.3	Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.		6.07	Create movement sequence routines that contain balance, inversion, weight transfer, and landing.	Integrated, clarified
	4.MS.1.4	Identify tempo in slow and fast rhythms.		6.01	Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.	Integrated
				6.02	Create original dances using the elements found in square, folk, line and/or other rhythmic activities.	Integrated
	Grade 5	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
Motor Skill and Movement Patterns	5.MS.1.1	Execute combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.		6.05	Demonstrate skills necessary for participation in non-traditional games and activities.	Integrated and Expanded
	5.MS.1.2	Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.		6.03	Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.	Integrated



2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
				6.04	Demonstrate forehand and backhand striking skills in dual and individual sports.	Integrated
	5.MS.1.3	Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.		6.06	Demonstrate the ability to perform skills of jumping rope with a partner or small group.	
					6.04	
	5.MS.1.4	Create movement sequences that are smooth and fluid and have several different rhythmic patterns.		6.01	Demonstrate various aerobic dances.	Expanded and integrated these into one corresponding objective
		6.02	Demonstrate various popular folk and square dances, and mixer and couple dances.			
		6.06	Create a variety of combinations using balance skills and rolling movements			
		6.07	Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.			
Motor Skill and Movement Patterns	Grade 6	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6			
	6.MS.1.1	Use some specialized skills that are refined and appropriate for modified game play.				New

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	6.MS.1.2	Integrate locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.		6.04	Demonstrate beginning strategies through small-sided games for net and invasion games.	Integrated
	6.MS.1.3	Explain the importance of practice to improve skill level.		6.05	Demonstrate increasing competence in more advanced specialized skills.	Integrated
	6.MS.1.4	Use movement combinations in rhythmic activities.		6.01	Demonstrate square, folk, and rhythmic movement skills.	Integrated
				6.02	Create short movement compositions.	
				6.03	Create routines that focus on rolling combinations with variations of positions.	
	Motor Skill and Movement Patterns	Grade 7		Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6	
7.MS.1.1		Execute complex combinations of movement specific to game, sport, or physical activity settings games in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.	6.06	Demonstrate competence in skills needed for individual physical activity.		New and incorporated some of 7.06

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective		Comments
		Text of Clarifying objective			Text of objective	
	7.MS.1.2	Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small sided game situations.		6.05	Demonstrate competence in skills needed for team sports through small-sided games.	Integrated
	7.MS.1.3	Execute basic offensive and defensive strategies for an invasion game or net/wall activity.		6.04	Demonstrate strategies in a variety of games and sports.	Integrated
	7.MS.1.4	Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.		6.01	Demonstrate country western dance and social dance forms.	Integrated
				6.02	Create dances that use the various elements of time, space, force, and flow.	
				6.03	Create a short movement sequence routine.	
	Motor Skill and Movement Patterns	Grade 8		Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal 6	
8.MS.1.1		Execute proficiency in some complex combinations of movement specific to game, sport, or physical activity settings in at least two of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.				New

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	8.MS.1.2	Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.		6.5	Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities.	
	8.MS.1.3	Apply basic strategy and tactics that contribute to successful participation.		6.4	Demonstrate competence in advanced skills needed for team or dual games and sports.	
	8.MS.1.4	Use movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.		6.1	Successfully perform a variety of contemporary and popular dances.	Integrated
				6.2	Demonstrate square, folk, and social dance skills.	
				6.3	Create and perform routines that use a variety of movement patterns.	
	High School	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	Movement Forms Goal			

2011 Essential Standards			2006 NC SCOS			Comments
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	
		Text of Clarifying objective				
	9.MS.1.1	Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.		6.04	Engage in various duties as they pertain to games and sport such as but not limited to the sport education model (official, team coach, and equipment manager)	Combined to create essential standard. Many of the prior objectives were actual activities that can be used as examples for teachers.
				6.02	Participate at a competent level in at least one team sport through small-sided games or experiences while demonstrating conceptual knowledge of biomechanical, physiological, and sports psychology principles.	
				6.01	Participate at a competent level in at least one individual or dual sport through small-sided games or experiences utilizing biomechanical, psychological, and physiological concepts.	
				7.01	Demonstrate knowledge of officiating, judging, or refereeing concepts in three different activities.	
				7.03	Apply rules, biomechanical principles, problem solving and concepts to traditional and non-traditional movement settings.	
	9.MS.1.2	Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.		6.03	Participate at a competent level in at least one other movement form utilizing biomechanical, psychological, and physiological concepts: <ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Aquatics</li> <li>• Outdoor pursuits or</li> <li>• Other non-traditional activities</li> </ul>	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	9.MS.1.3	Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.		6.05	Apply physiological principles, (e.g., warm-up/cool-down, overload, frequency, intensity, specificity, and progression) and biomechanical principles (e.g., force, leverage, and type of contraction) related to exercise and training.	
	9.MS.1.4	Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.				Added objective on rhythms.



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Movement Concepts	Kindergarten	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	Literacy Goal 7			
	PE.KMC.2.1	Understand the meaning of words and terms associated with movement.		7.02	Establish a beginning movement vocabulary.	
	PE.K.MC.2.2	Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.		7.01	Identify fundamental movement patterns.	
	PE.K.MC.2.3	Use teacher feedback to improve basic motor performance.				New

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.K.MC.2.4	Illustrate activities that increase heart rate.		7.03	Apply age appropriate concepts to performance.	Specific concept to align with new ES
				9.02	Recognize two appropriate sites on the body to monitor the heart rate.	Alignment
Movement Concepts	Grade 1	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	Literacy Goal 7			
	PE.1.MC.2.1	Use movement and manipulative skills involving equipment.				New
	PE.1.MC.2.2	Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.				New
	PE.1.MC.2.3	Understand how to use teacher and peer feedback to improve basic motor performance.		7.01	Identify personal effort made that vary the quality of movement (speed up, slow down, pacing).	Integrated into a new objective



2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.1.MC.2.4	Illustrate activities that increase heart rate and make muscles strong.		7.02	Explain the importance of warm-up and cool down	Integrated
Movement Concepts	Grade 2	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>	Literacy Goal 7			
	2.MC.2.1	Use equipment to illustrate multiple movement concepts.		7.01	Demonstrate space awareness and movement control in different ways in a large group without bumping into others or falling, such as running, hopping, and skipping.	Expanded and combined
				7.02	Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.	
	2.MC.2.2	Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.				New
	2.MC.2.3	Explain the value of feedback in improving motor performance.		7.03	Use feedback to improve performance.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	2.MC.2.4	Illustrate activities that are associated with three or more of the five components of health-related fitness.		7.04	Explain why everybody should be active at least 60 minutes per day.	Expanded
Movement Concepts	Grade 3	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>	Literacy Goal 7			
	PE.3.MC.2.1	Illustrate how practice, attention and effort are required to improve skills.		7.01	Identify safe practices in physical activity settings.	
	PE.3.MC.2.2	Integrate the essential elements of correct form for the five fundamental manipulative skills.		7.02	Assess the major characteristics of mature walking, running, throwing, catching.	
	PE.3.MC.2.3	Evaluate individual skills using a rubric based on critical cues.		7.03	Identify and apply the critical elements of basic fitness.	Expanded and moved to Health Enhancing Fitness.

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.3.MC.2.4	Illustrate a variety of activities that are associated with four or more of the health-related fitness components.		7.04	Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities.	
Movement Concepts	Grade 4	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>	Literacy Goal 7			
	PE.4.MC.2.1	Apply basic concepts of movement to improve individual performance.		7.01	Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.	
	PE.4.MC.2.2	Apply elements of form or motor development principles to help others improve their performance.		7.02	Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment.	
	PE.4.MC.2.3	Evaluate skills in a game situation using a rubric based on critical concepts.		7.01	Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
				7.03	Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick.	
	PE.4.MC.2.4	Classify examples of health-related fitness into the five components.				New (alignment)
	<b>Grade 5</b>	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>				
Movement Concepts	PE.5.MC.2.1	Select scientific principles and/or concepts that have an effect on the quality of complex movement.	Literacy Goal 7	7.01	Identify the origins of a variety of sports and movement forms.	Expanded
				7.02	Identify the origins of a variety of sports and movement forms.	Integrated
	PE.5.MC.2.2	Evaluate movement and game skills in order to provide feedback that will lead to improvement.		7.03	Participate in a variety of physical activities as both leader and follower.	Integrated

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.5.MC.2.3	Identify basic offensive and defensive strategies in modified game situations.		7.01	Analyze the variety of sports and movement forms from countries around the world.	Integrated
	PE.5.MC.2.4	Analyze the five components of health-related physical fitness in terms of their relationship to various activities.				New
Movement Concepts	Grade 6	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>	Literacy Goal 7			
	PE.6.MC.2.1	Apply principles of practice and conditioning that enhance movement performance.		7.02	Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.	Integrated
				7.03	Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.6.MC.2.2	Explain the mechanics of various skills or sequences of movement to improve performance.		7.03	Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.	Integrated
	PE.6.MC.2.3	Explain when and why to use strategies and tactics within game play.		7.04	Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.	Integrated
	PE.6.MC.2.4	Use information from a variety of sources, both internal and external, to guide and improve personal health.		7.01	Use information from a variety of sources to improve performance such as feedback from a peer and published documents.	Integrated
Movement Concepts	Grade 7	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>	Literacy Goal 7			
	PE.7.MC.2.1	Apply concepts from other disciplines, such as physics, to movement skills.		7.01	Apply advanced movement and game strategies.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.7.MC.2.2	Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.		7.03	Identify characteristics of skilled performance in a few movement forms.	
	PE.7.MC.2.3	Apply game strategies and tactics at appropriate times and in appropriate ways.		7.02	Identify critical elements of advanced movement skills such as “give and go” or “pick and roll.”	
	PE.7.MC.2.4	Understand the relationship between ones social life and healthy habits such as physical activity, nutrition, and sleep.		7.04	Determine the link between physical activity and weight control.	
Movement Concepts	Grade 8	<b>Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</b>				
	PE.8.MC.2.1	Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.		7.03	Know and apply rules and safe practices in a variety of physical activities.	Integrated into broader concept for overall movement.

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
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	PE.8.MC.2.2	Compare movement concepts and principles and critical elements of activity of performances representing different levels of skill.		7.02	Demonstrate knowledge for effective timing and sequencing for skill performance.	
	PE.8.MC.2.3	Integrate strategies and tactics within game play.		7.01	Understand and apply offensive and defensive strategies in relation to physical activities.	
	PE.8.MC.2.4	Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.				New
	High School	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	Literacy Goal 7			
	PE.9.MC.2.1	Create plans for establishing and maintaining lifelong health enhancing behaviors based on concepts of health, fitness, and nutrition.		8.01	Identify and utilize resources in the community that can be accessed to maintain regular physical activity.	Moved from PA Goal 8 to a learning concept goal.



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Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.9.MC.2.2	Use complex movement principles to evaluate and improve performance.		7.04	Analyze and apply information and statistical data about personal and group performance to the improvement of personal fitness and game play, such as fitness scores or statistics from game play to improve offense and defense.	
	PE.9.MC.2.3	Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.				New



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2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Health-Related Fitness	Kindergarten	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.K.HF.3.1	Recognize one or more of the five health-related fitness components and the associated exercises.		9.01	Identify physiological signs of moderate physical activity.	
	PE.K.HF.3.2	Identify opportunities for increased physical activity.		8.02	Begin to identify opportunities for increased physical activity (i.e., taking the stairs).	
	PE.K.HF.3.3	Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.		8.01	Identify likes and dislikes connected with participation in physical activity.	
Health-Related	Grade 1	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness	9.03	Sustain moderate to vigorous physical activity for short periods of time.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.1.HF.3.1	Recognize two or more of the five health-related fitness assessments and the associated exercises.		9.02	Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.	Integrated all of Goal 9 from previous SCS to align with broad health related fitness concept.
				9.03	Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups	
				9.04	Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.	
				9.01	Examine one or two components of a health-related fitness assessment.	
	PE.1.HF.3.2	Select physical activities based on ones interests and physical development.		8.01	Investigate likes and dislikes connected with participation in physical activity.	
				8.02	Explore activities you like which require physical activity during non-school hours.	
	PE.1.HF.3.3	Contrast moderate physical activity and vigorous physical activity.		9.02	Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Health-Related Fitness	Grade 2	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.2.HF.3.1	Recognize three or more of the five health-related fitness components and the associated exercises.		9.01	Examine 2 or 3 components of health-related physical fitness assessment	
	PE.2.HF.3.2	Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.		8.02	Recognize that physical activity is a conscious choice.	
	PE.2.HF.3.3	Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.		8.01	Identify physical activity opportunities in your community	Integrated
				9.02	Recognize the physiology indicators that accompany moderate to vigorous physical activity.	
Health-Related	Grade 3	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and			

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.3.HF.3.1	Summarize four or more of the five health related fitness components and the associated exercises.		9.01	Recall all of the components of a health-related fitness.	Integrated
				7.03	Identify and apply the critical elements of basic fitness.	
				8.01	Demonstrate positive attitude characteristics toward being physically active	
	PE.3.HF.3.2	Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.		8.03	Explore family and community opportunities to be active.	
	PE.3.HF.3.3	Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.		8.02	Engage in regular physical activity throughout the day.	
Health-Related	Grade 4	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness			

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.4.HF.3.1	Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.		9.01	Complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.	New
	PE.4.HF.3.2	Evaluate oneself in terms of the five recommended behaviors for obesity prevention.				
	PE.4.HF.3.3	Use physiological indicators to adjust physical activity.		8.01	Identify personal activity interests and ability.	
				8.02	Consciously recognize the benefits derived from regular moderate to vigorous physical activity.	
				8.03	Chooses to participate in structured and purposeful activity.	
				9.04	Recognize the relationship between healthy nutrition and exercise in weight management.	
	Grade 5	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
Health PE.5.HF.3.	Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness	9.01		Demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels.		

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
		assessment.		9.02	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	
		9.04		Identify and demonstrate the skill related components of fitness. • Agility • Balance • Coordination • Power • Reaction time • Speed		
	PE.5.HF.3.2	Implement strategies to achieve health-related physical fitness.		8.01	Participates regularly in physical activities for the purpose of improving skill and health.	
				8.02	Identify opportunities for regular physical activity in school and at home.	
				8.03	Identify social and psychological benefits from participation in physical activities.	
				9.03	Utilize safe and appropriate warm-up, pacing and cool down techniques.	
	PE.5.HF.3.3	Select physical activities that develop/maintain each of the five components of health-related fitness.				New

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Health-related Fitness	Grade 6	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.6.HF.3.1	Apply strategies that result in the achievement of gender- and age-related standards on approved fitness assessments.		9.01	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	
	PE.6.HF.3.2	Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.		8.03	Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.	
				9.02	Demonstrate proper stretching exercises	
				9.03	Demonstrate the ability to perform self paced aerobic activity.	
	PE.6.HF.3.3	Evaluate personal fitness programs in terms of the basic principles of training.		8.01	Identify opportunities in the school and community for regular participation in physical activity	
				8.02	Participate daily for a minimum of 60 minutes in some form of health-enhancing physical activity. • Journal • Contract • Pedometers • Heart rate monitors	



2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Health-Related Fitness	Grade 7	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.7.HF.3.1	Use the gender and age related health-related physical fitness standard defined by an approved fitness assessment to self evaluate fitness levels.		9.01	Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	
	PE.7.HF.3.2	Analyze data to examine the relationship between physical activity and caloric intake.		8.04	Demonstrate the importance and value of regular physical activity.	
	PE.7.HF.3.3	Illustrate a variety of training methods.		8.01	Identify resources in the community that can be accessed to maintain a physically active lifestyle.	Integrated
				8.02	Regulates physical activity behavior by using personal cues and movement principles.	
				8.03	Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
				9.02	Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.	
				9.03	Develop a strategy to improve personal level of fitness within each of the five components.	
Health-Related Fitness	Grade 8	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.8.HF.3.1	Evaluate progress toward achieving health-related fitness standards, using the results to make improvements.		9.02	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	
	PE.8.HF.3.2	Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive lifestyle choice.		8.01	Evaluate the benefits and value of various physical activities for personal fitness programs.	
	PE.8.HF.3.3	Use a variety of resources to assess, monitor, and improve personal fitness.		9.01	Explain the importance and implications of the principles of cardiovascular and strength training.	
				8.02	Establish and implement personal physical activity goals and evaluate progress toward goals.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
				8.03	Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.	
				9.03	Monitor resting, exercise, and recovery heart rates in a variety of activities.	
	High School	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	PA Goal 8 and Fitness Goal 9			
	PE.9.HF.3.1	Evaluate personal health related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.		7.02	Demonstrate competence in basic offensive and defensive strategies or tactics in traditional and non-traditional team, individual, and dual activities.	
	PE.9.HF.3.2	Analyze career and occupational opportunities in terms of the required skills and fitness components in terms of required skills, fitness components, and personal interests.		7.05	Investigate positive and negative attitudes towards exercise and physical activities.	
				7.06	Identify the physical fitness requirements of an occupational choice.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.9.HF.3.3	Analyze the relationship between the six sport-related components and the five components of health-related fitness.		9.02	Identify and evaluate the health-related components of fitness: <ul style="list-style-type: none"> <li>• cardiovascular endurance,</li> <li>• muscular strength and endurance,</li> <li>• flexibility and</li> <li>• body composition.</li> </ul>	
				9.03	Identify and evaluate the six skill related components of fitness: <ul style="list-style-type: none"> <li>• agility,</li> <li>• balance,</li> <li>• coordination,</li> <li>• power,</li> <li>• reaction time, and</li> <li>• speed.</li> </ul>	
				9.01	Recognize and apply current safety techniques and best practices as related to fitness and nutrition.	



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		Text of Clarifying objective				
Personal and Social Responsibility	Kindergarten	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.K.PR.4.1	Use basic strategies and concepts for working cooperatively in group settings.				New
	PE.K.PR.4.2	Understand how social interaction can make activities more enjoyable.		10.01	Identify 1-2 reasons why participation in physical activity is important and enjoyable.	
	PE.K.PR.4.3	Use safe practices when engaging in physical education activities.		6.03	Develop movement control for safe participation in games and sports.	
				10.03	Demonstrate respect for self, others, and equipment.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Personal and Social Responsibility	Grade 1	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.1.PR.4.1	Use basic strategies and concepts for working cooperatively in group settings.		10.04	Works cooperatively with others to complete task.	
	PE.1.PR.4.2	Understand how social interaction can make activities more enjoyable.		10.01	Describe 2-3 reasons why participation in physical activity is important and enjoyable	Integrated
				10.02	Describe 2-3 ways physical activity improves health.	
	PE.1.PR.4.3	Use safe practices when engaging in physical education activities.		7.02	Explain the importance of warm-up and cool down.	Integrated
				10.03	Apply safe practices, rules and procedures.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Personal and Social Responsibility	Grade 2	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.2.PR.4.1	Explain the value of working cooperatively in group settings.		10.04	Work cooperatively with others to honestly complete work.	
	PE.2.PR.4.2	Summarize the benefits of positive social interaction as to make activities more enjoyable.		10.01	Explain why participation in physical activity is important.	
	PE.2.PR.4.3	Use safe practices when engaging in physical education activities with little or no prompting.		10.02	Explore ways physical activity improves health.	
Personal and Social Responsibility	Grade 3	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10	10.03	Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.3.PR.4.1	Use self-control to demonstrate personal responsibility and respect for self and others.		10.02	Identify positive behaviors and comments to use during play situations.	
	PE.3.PR.4.2	Use cooperation and communication skills to achieve common goals.		10.03	Utilize and demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations.	
	PE.3.PR.4.3	Explain the importance of working productively with others.		10.01	Compare and contrast the value of activity versus inactivity through individual and group settings.	
Personal and Social Responsibility	Grade 4	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.4.PR.4.1	Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.		10.01	Identifies positive feelings associated with participation in physical activities.	
				10.02	Chooses to participate cooperatively and productively in-group and individual physical activities.	



2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.4.PR.4.2	Use cooperation and communication skills to achieve common goals.		10.03	Selects and practices a skill on which improvement is needed.	
	PE.4.PR.4.3	Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.		10.04	Follows directions, activity-specific rules, procedures, and etiquette, with few reminders.	
				10.05	Regularly encourages others and refrains from put-down statements.	
	<b>Grade 5</b>	<b>Use behavioral strategies that are responsible and enhance respect of self and others and value activity.</b>	Social Goal 10			
Personal and Social Responsibility	PE.5.PR.4.1	Use self-control to work independently in developing responsibility and respect for self and others.		10.03	Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.	
				10.04	Assesses and takes responsibility for his/her own behavior problems without blaming others.	
	PE.5.PR.4.2	Use cooperation and communication skills to achieve common goals.		10.02	Demonstrate behavior that will resolve conflicts in socially appropriate ways.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
	PE.5.PR.4.3	Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.		10.01	Interacts with others by helping with their physical activity challenges.	
Personal and Social Responsibility	Grade 6	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.6.PR.4.1	Use appropriate strategies to seek greater independence from adults when completing assigned tasks.		10.02	Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity.	
				10.03	Utilize time effectively to complete assigned tasks.	
	PE.6.PR.4.2	Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.		10.01	Appreciates the aesthetic and creative aspects of skilled performance in others and self.	
				10.04	Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.	

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
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	PE.6.PR.4.3	Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.		10.05	Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	
Personal and Social Responsibility	Grade 7	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.7.PR.4.1	Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.		10.03	Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.	
				10.04	Engage in fair play and show self-control by accepting a controversial decision.	
	PE.7.PR.4.2	Contrast between appropriate and inappropriate strategies to communicating ideas and feelings.		10.02	Develop strategies to communicate ideas and feelings. <ul style="list-style-type: none"><li>• body language</li><li>• gestures</li><li>• body movements</li></ul>	
	PE.7.PR.4.3	Understand the role of diversity in physical activity respecting limitations and strengths of members of a variety of groups.		10.01	Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.	
				10.05	Seeks out participants with and shows respect for a peer with varying skill ability.	

2011 Essential Standards			2006 NC SCOS		
Strand	Objective	Essential Standard	Strand	Objective	
		Text of Clarifying objective			Text of objective
					Comments
Personal and Social Responsibility	Grade 8	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10		
	PE.8.PR.4.1	Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.		10.03	Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting. • Controversial decisions • Safe areas of play
	PE.8.PR.4.2	Exemplify well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.		10.01	Willingly join others of diverse culture, ethnicity, and gender during physical activity.
				10.02	Work cooperatively with peers of differing skill to promote a safe school environment
				10.04	Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
				10.05	Display empathy to the feelings of others during physical activities.
	PE.8.PR.4.3	Compare factors in different cultures that influence the choice of physical activity and nutrition.		10.06	Recognize the diversity and/or different cultures differences in participation in physical activity.

2011 Essential Standards			2006 NC SCOS			
Strand	Objective	Essential Standard	Strand	Objective	Text of objective	Comments
		Text of Clarifying objective				
Social and Personal Responsibility	High School	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	Social Goal 10			
	PE.9.PR.4.1	Implement leadership skills to promote responsibility in self and others.		10.01	Demonstrate respect for individual differences in physical activity settings utilizing character education and sportsmanship.	
	PE.9.PR.4.2	Select the most appropriate ways of responding and mediate to settle conflicts.		10.03	Demonstrate collaboration as a group and individually contribute to the group's success through a variety of noncompetitive duties.	
	PE.9.PR.4.3	Explain the influence of physical activity on cultural competence and the development of self-awareness.		10.02	Develop group strategies and personal goals for including persons of diverse backgrounds and abilities in physical activity settings.	